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Alabama
Girls Industrial School
Bulletin

PUBLISHED QUARTERLY BY
ALABAMA GIRLS INDUSTRIAL SCHOOL
MONTEVALLO, ALABAMA

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The Paragon Press

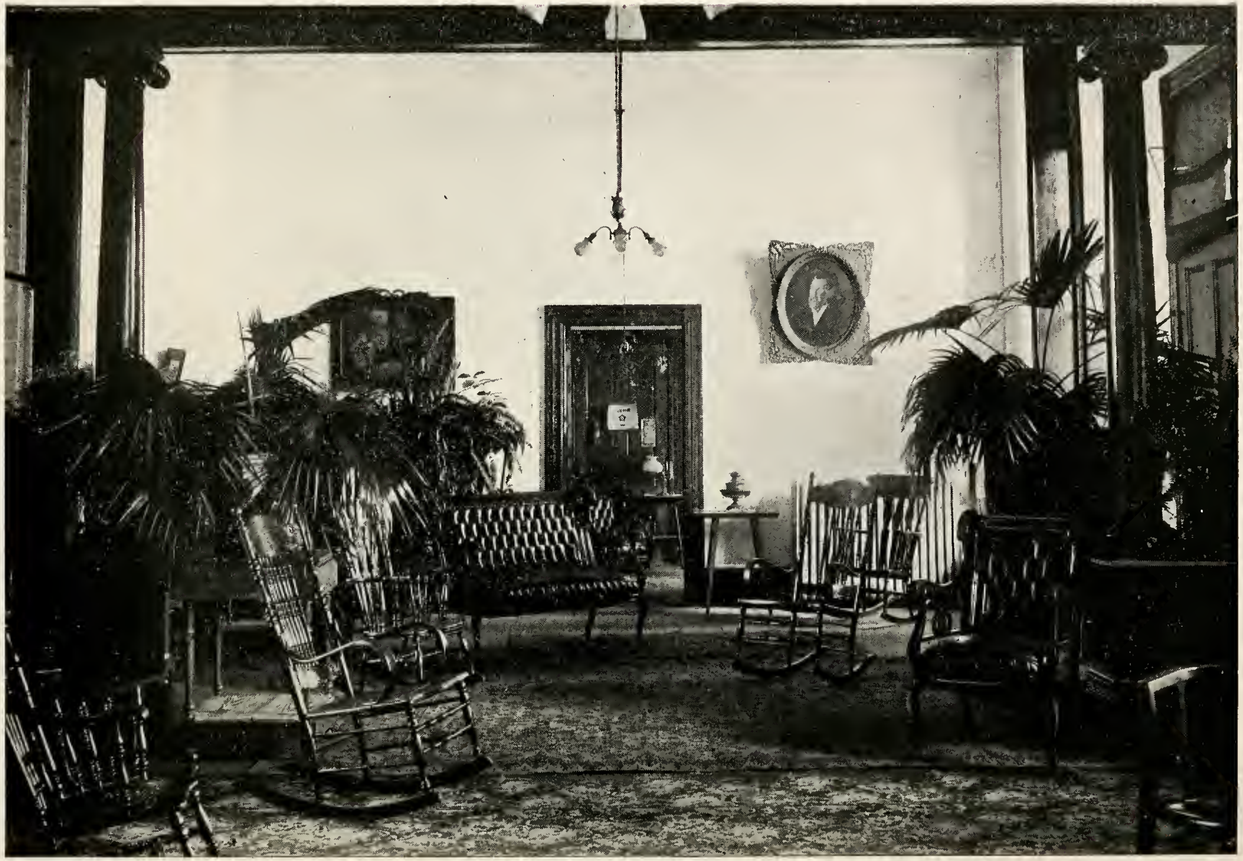
DORMITORY.

What the Alabama Girls Industrial School stands for is so well known that it is superfluous to do more than call attention to the three articles printed herein:

Domestic Art and Science in Secondary Education read by Miss Stephens and The Scope of Industrial Arts in our Public Schools by Mr. Chesnutt at the 1908 Montgomery meeting of the Alabama Educational Association, and Domestic Science in the Secondary Schools by Miss Franklin at the 1909 meeting in Birmingham.

Young women planning to attend the Alabama Girls Industrial School should give careful attention to the courses offered as indicated in the catalog. The work of the institution is that of the High School and to enter its Freshman class, the applicant should first complete all the subjects taught in a well arranged grammar school and be able to speak and write the English language clearly and correctly with reference to the structure of both sentence and paragraph; should know the leading facts of United States History; and should be proficient in practical Arithmetic through Percentage.

The additions to the dormitory have more than doubled its capacity for boarding students, affording room without undue crowding for all who have come this session. The attendance has increased more than ten per cent over that of last year. A corresponding increase next year will fill the present building to overflowing; hence the necessity for applying early, in order to be sure of securing a room. Being supplied with modern conveniences, steam heat, electric lights, hot and cold water under pressure, splendid ventilation, numerous exits and fire escapes, this dormitory is unsurpassed in its arrangement for the promotion of health and comfort of students. One or more teachers room on every hall and exert a helpful influence over the pupils. Every effort is made to give as near as possible an ideal home life. This is a most important consideration for any young woman going away from her home to school.



PARLOR.

Domestic Art and Science in Secondary Education

MISS MERLE M STEPHENS.

"It is clear that in whatever it is our duty to act, those matters also it is our duty to study." These words of Dr. Arnold seem to furnish me with some small reason for being before you today I have nothing original to offer you and I realize that my study of my subject is in a pitiably initiatory stage, yet presuming on your patience and practical knowledge of the subject I shall speak to you from my own ignorance and from my vital interest in the subject.

Any criticism of existing methods of Secondary Education which I may quote to you arises, not in an effort to condemn the good as well as the bad, but in an effort to remove some of the fettering conditions of existing environment. If we assert our right to free thinking, we must acknowledge our imperative duty to clear thinking, true reasoning, accurate judgment. We want the mighty wisdom of the race as preserved in the family, which is the social unit, in the state, and in the church against the biased, prejudiced opinion of the individual.

Only by studying the forces at work through all the ages developing and perfecting these in one qualified to speak on things educational.

I have divided this little discussion into three parts. In the first part, I shall give you a brief outline of Professor Harnus' conception of the Modern Secondary School; in the second part, I shall attempt to show the place of Domestic Art and Science in the Modern Secondary School; in the third part, I shall make a brief summary of what our own and other leading governments of the world are attempting for this form of education.

I. What the Secondary School should aim to accomplish?

Professor Harnus emphatically distinguishes the Secondary School from a preparatory school. While complete education can never be offered by the high school, specific training in knowledge and power to participate successfully in human affairs must not be postponed until the student enters college. The secondary school has a right to demand that any subject well pursued in it shall be made available for college entrance. The question is a broader one than whether the classics, or modern languages and science are of the greatest educational value. The question is, what is the independent function of modern secondary education, and what the form and content of the most desirable program through which this function may be fulfilled.

In the elementary school, the enriched course of study, the inspiring conception of the primary teacher's responsibility and opportunity are proof positive of a change in aim. In some places we may find this improvement in the elementary school has been attempted before the teachers were prepared for it or the community ready to appreciate and demand it. But modern secondary education cannot build on the old narrow conception of elementary education as consisting of a drill in the school arts—reading, writing, arithmetic,—for the first eight or nine years of the pupil's school life.

The functions of modern secondary education are:

(1) To minister to the fundamental needs and real interest of society and of the individual.

(2) To adapt every individual to the civilization of his time.

(3) To gradually develop the dormant interest and powers of the individual.

(4) To render possible the participation in the refined pleasures of life, or,

(1) To promote normal physical development.

(2) To stimulate every individual to aim at intelligent self-support of some worthy form of service.

(3) To stimulate and prepare each pupil to participate, intelligently and helpfully in promoting the welfare of the society of which he is to be a part.

(4) To prepare and stimulate each pupil to carry forward his own development.

These functions comprise three classes of aims:

(1) Vocational.

(2) Social.

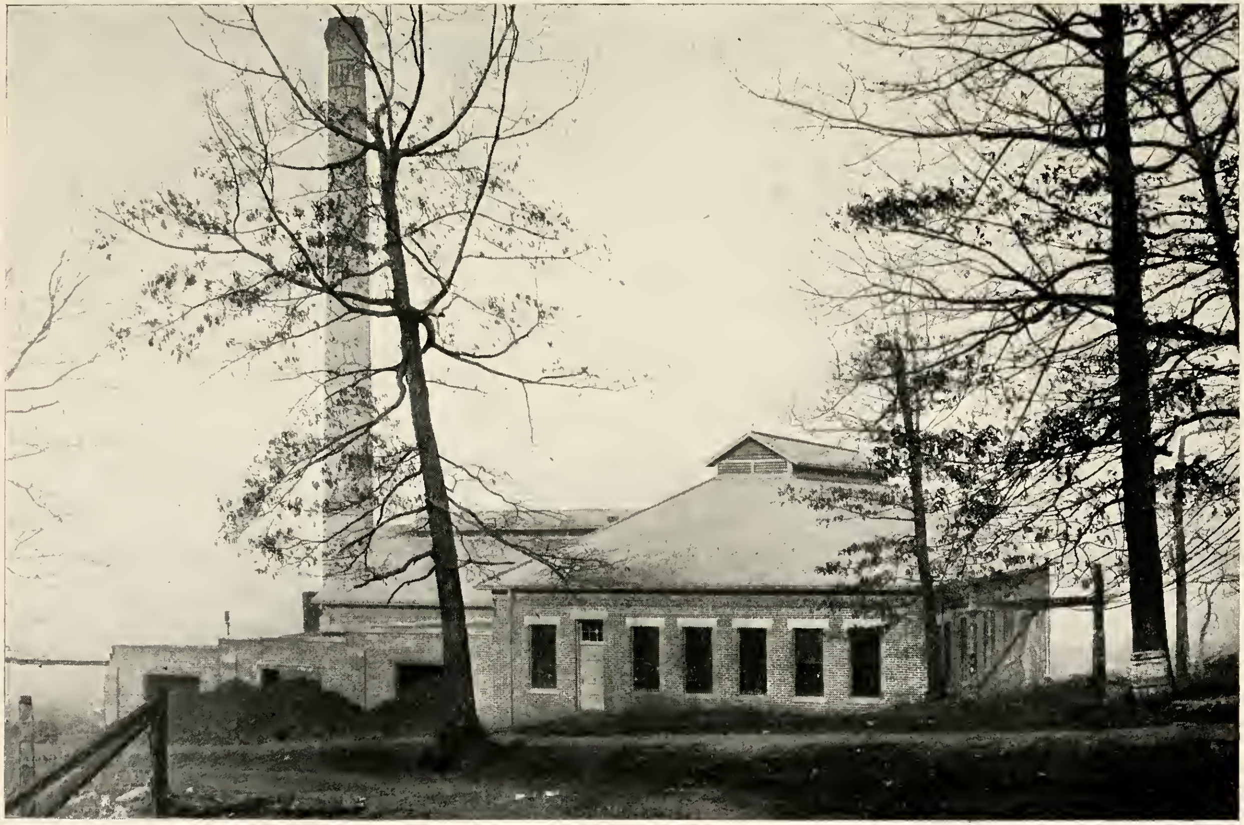
(3) Cultural.

These three are separable for discussion but not in the practical working out of a course of study. Vocational aim does not mean a trade or profession, but general preparation for life pursuits for which individual tastes qualify.

Vocations broadly speaking are:

Intellectual, industrial, commercial.

Vocational training for intellectual pursuits has already been long recognized. What we want is a recognition of the vocational aim of those who later will devote themselves to industrial and commercial pursuits. This would mean industrial and commercial courses in all high schools.



BOILER HOUSE.

In industrial training for vocational ends the essential points to be kept in mind are:

(1) "Ours is the age of industrial instability, by reason of which the working boy or girl of today needs not so much one trade as that combination which will enable him to turn with facility from one occupation to another."—Florence Kelley, American Journal of Sociology.

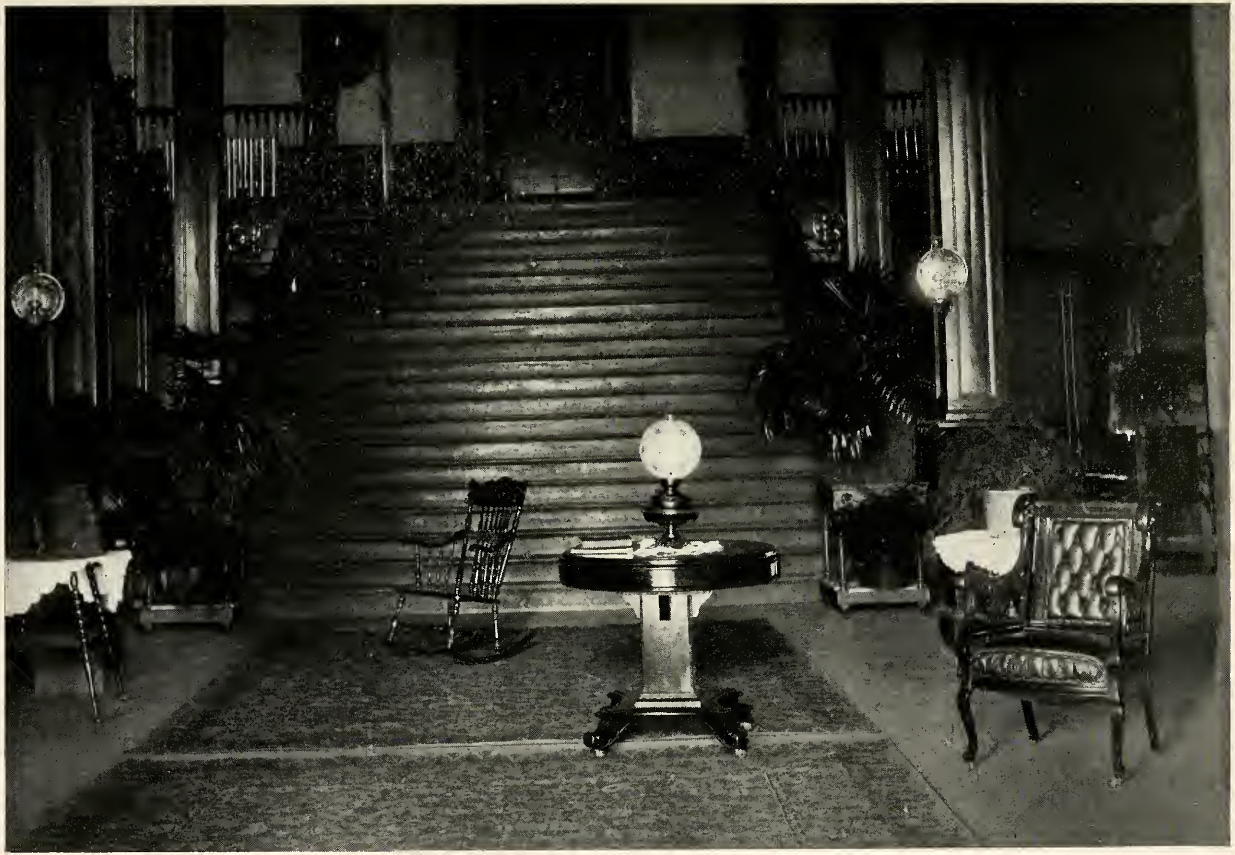
(2) "The norrow policy of training for one trade cannot permanently commend itself to thinking men and women in an epoch of industrial change. The more stupefyingly monotonous the manipulations which the machine proscribes, the more must stress be laid upon variety and thoroughness in training of mind as well as hand of all who are to tend machines."

(3) The social influence of industrial courses in all secondary schools is important. Floods of oratory concerning the dignity of labor may be done away with when labor forms a part of the daily experience of every girl and boy.

The same argument holds for commercial courses as for industrial. "By placing industrial and commercial courses side by side with the intellectual course, by making them solid and liberalizing, we teach due weight to their scope and meaning, we put the stamp of approval in them; we dignify them, we make them worth choosing, no matter from what class of society the pupil may come." By separating the high schools into Classical, Manual Training or Industrial, and Commercial, we tend to foster and keep alive a foolish class distinction; to fill the classical high school with boys and girls whose strongest reason for being there is that their parents feel the best element of the community attends that school; and to overcrowd the professions with men and women who make a mediocre success of law or medicine; who, if they had been given the opportunity in early youth to discover that occupation for which their native ability best suited them, would have been useful and successful members of the community.

Before taking up the position to be occupied by Domestic Art and Science in secondary education for girls, I should like to give you the meaning attached by Prof. Hanus to the term "general culture." "General culture means primarily the capacity to understand, appreciate, and react on the resources and problems of modern civilization."

"These resources and problems are found in the preservation and improvement of the health, physical vigor, and physical well-being of the race; in modern literature and languages—the record of the ideals and ispirations of the race in modern times; in history—the records of the achievement of the race and in the art



ASSEMBLY HALL.

treasures of all times. We cannot exclude the influence of classical scholarship from the modern conception of general culture, but the place to attempt the realization of classical scholarship itself is not the secondary school, but the college."

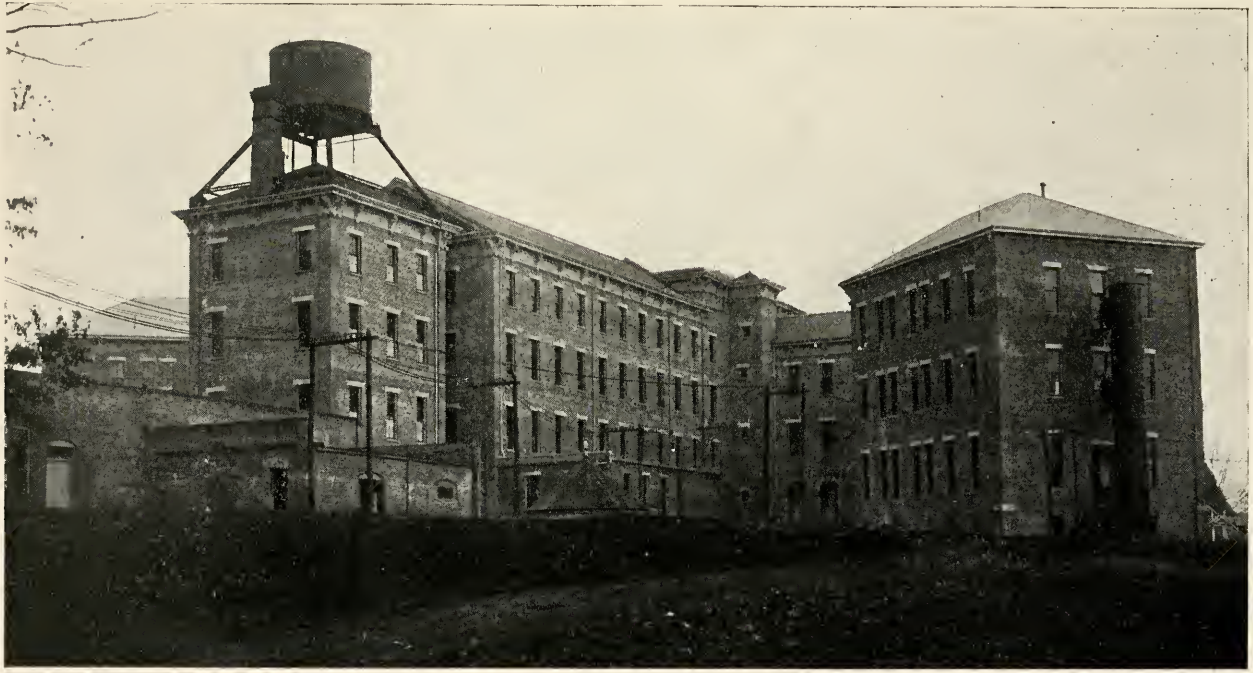
"The importance of modern culture in modern life is so comprehensive and so great that we should be false to our trust if we did not make adequate provisions for it in our secondary schools. At the same time the pursuit of classical languages in secondary schools is such a time-consuming pursuit as to nearly preclude the serious pursuit of other subjects What we value most in the classics for all secondary pupils who do not go to college is the refining and enlightening influence of Greek and Roman thought on the thought and life of today. Tihs could be more economically obtained through serious study of history and art, together with translations of the classical literatures into the mother-tongue, and other modern languages. If such study, preceded or accompanied by a serious study of the modern languages, be then followed by a brief course in one of the classical languages during the last year or two, of the secondary school course, the full educational value of the classics for high school pupils would be economically and fully realized."

This outline of a modern secondary school by Prof. Hanus indicates the order of importance which the several departments of work possess in the general scheme. There must be a fixed course of prescribed studies lest the pupil miss general culture altogether; combined with this prescribed course there must be a larger range of elective that each pupil may find his dominant interest.

Domestic Art and Science can best be considered under the term of Home Economics and fitted in with the elective studies. The body of accumulated scientific facts in this subject is gradually being brought to pedagogical form and in its educational claims embraces vocational, social, and cultural training.

There is no avocation which a woman may adopt that her true vocation of a home-maker will not intrude itself. No estimate can be placed upon the economy of physical strength, mental energy, labor, time, and money, to the woman who earns her living in the business world had she been given during her high school life by a wise system of electives the opportunity of learning the basic principles of hygienic food and clothing.

Food, clothing and shelter were the problems which primitive man first set about solving and they are the problems which the nations of the world today are trying to solve in a manner best suited to their conditions. The culture, morality, and permanence



REAR OF DORMITORY.

of the nation will be determined by the manner in which each individual composing the mass of the people solves the problems connected with these three primitive needs of mankind. The term Home Economics is a broad one and can be made to include so much that there is great danger of a confusion of ideas and of unorganized, disjointed course being offered. This adds to the burden of the already overcrowded curriculum when it should reconcile the pupil with the subject taught, offer to the school a chance to unite itself with life, to become a place where the child learns through directed living instead of a place where he memorizes abstract lessons for some future use, which use he will most probably forget before the opportunity for use is presented. It is a matter of no little moment to decide just what subjects are educative and what are not.

When we say that it is vocational in its aim, we do not mean that it will make cooks and seamstresses of our girls, but that it will give them a scientific insight into natural materials and processes; develop social power and insight; and lay the foundation for an appreciation of all the arts and sciences.

The problems which come into the home life of every woman are so many and varied that the time allotted to this work during the four years high school must give her the best scientific insight into what seem the most important subjects. Garment construction, hygienic principles of dress, various influences at work in the textile world affecting the value of raw material and the manufactured article; value of the different textiles in clothing; ethics of shopping and an appreciation of those who serve in this field of labor can be given every high school pupil, but she cannot be made a dress-maker because about one-half her time allotted for Home Economics should be put upon this subject. In cookery she can be taught the nutritive values of the different foodstuffs; the effect of different kinds of heat in preserving these values; the chemical change produced by certain combinations; the chemistry of digestion and nutrition; most attractive methods of serving meals. Also the geographical distribution of raw products and an appreciation of the labor necessary in producing the raw product and the finished article served on the table But there is no thought of making her a caterer. She must know the sanitary construction of a home; the value of labor saving machines; the sanitary and economic principles involved in the correct laundering of the different textiles and how best to economize time and labor in her battle against dust germs and unfriendly bacteria.

If we confined cur course to these subjects the high school pupil might have a fair introduction to the scientific side

GREEN HOUSE.

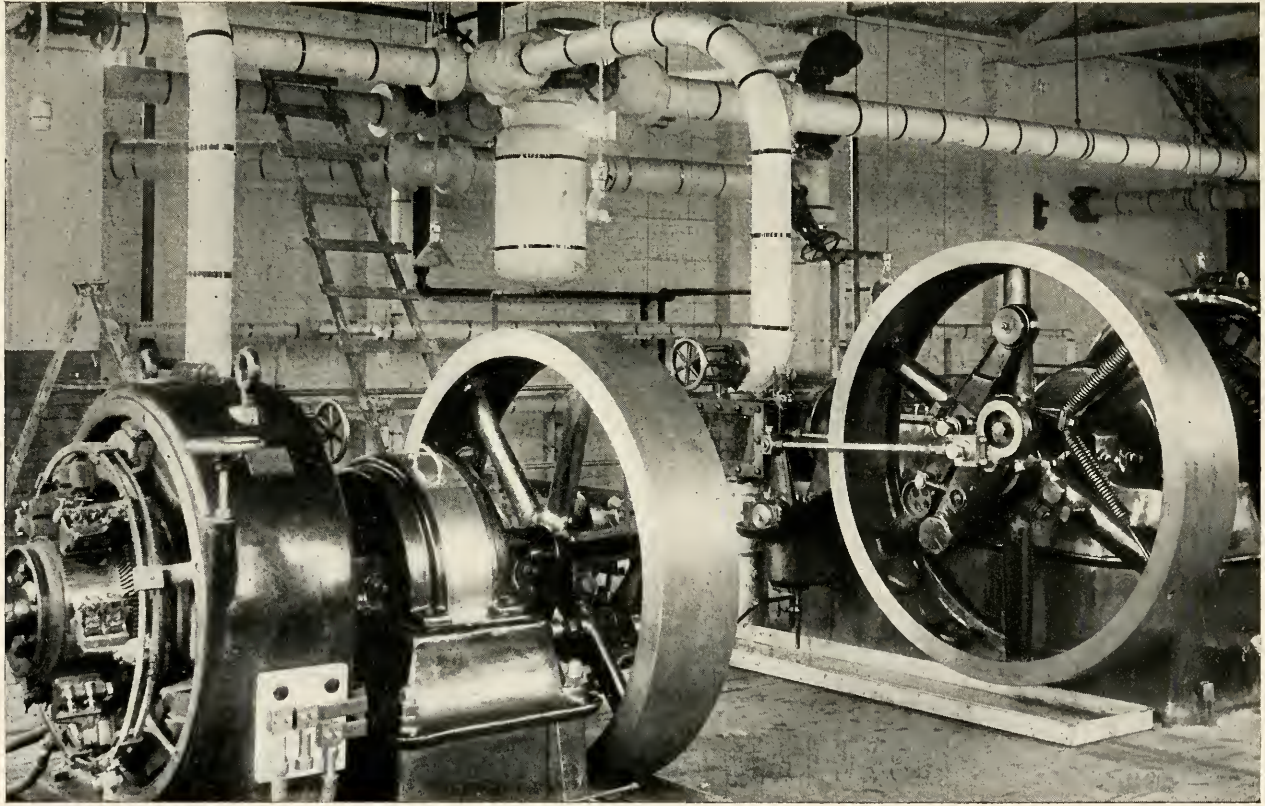
of the vocational aim of Home Economics, but the most refining, cultural and uplifting influence would have been entirely neglected. She must be given an insight into the art forces which have been at work all through the ages and which are capable, if used and appreciated, of making our daily life less monotonous, less wearying and prosaic.

The correct appreciation of good lines and good proportion in a garment; the right color combinations; and really artistic designs in textile materials do not come to every woman by intuition, else we would not have so many badly dressed women. Ruskin says there is a direct moral effect in clothes; when we adopt a certain costume on the change of season we enter into a companionship, a sort of wedlock.

Witness the fads which take possession of the feminine world in the subject of milinery alone. What looks well on one will be donned by another without any regard to the proportion between the length of her face and the width of the brim, or the width of her face and the height of a mass of piled up trimmings. Worth says that from a commercial view he should not complain of this tendency of the modern women, for fads and something new, but his artistic sense rebels because women will not appreciate that there are certain lines and proportions which are eternally true and good for all time.

The proportions of the human figure as idealized by the Greeks and left to us in their marvelously beautiful statuary, the most familiar of which perhaps is the Venus of Milo (Aphrodite of Milo) shows that serenity and equanimity of perfect mental and bodily health. Yet the Parisian, the highest product of a nation who has never held these qualities of mind and body, dictates not only the tones and colors of the seasons' dress, but the proportions of the human figure as well, then tries to weave in the lines of the Greek costume. And the vast majority of women bow in humble submission to that authority whether for weal or woe in physical and mental health.

In the arrangement of a home there is opportunity for the use of every artistic element; the spacing in wall decoration; the selection of good pictures and the best arrangement of these; the color harmonies and contrasts; the selection of furniture with good lines and good proportion instead of the overly decorated taudry productions offered, and then the best arrangement of it for comfort and convenience and at the same time producing pleasing artistic results, are subjects to be taught in a home economics course.



INTERIOR OF POWER HOUSE.

With this imperfect outline of what Home Economics should attempt for the high school girl I believe no one can question its direct cultural value and its duty to reconcile the pupil with the subjects already taught.

As regards the social aim to be accomplished, we all agree that the power for good of a community depends upon the individuals composing that community, yet the great mass of women have been left ignorant of the fundamental principles of life. Such training should give to every woman the understanding of the value of some worthy form of service and a desire to bring about needed changes for those who labor under adverse conditions. Also the correct relation of the home to the commercial and industrial world and the value of skilled labor to the community.

Analysis of a rating in any of the subjects taught in a Home Economic course should show that the following minor aims had been kept in mind and an estimate of pupil's merit for promotion based upon them:

(1) Neatness.
(2) Speed and promptness.
(3) Observation of instruction.
(4) Knowledge of subject taught.
(5) Skill in use of tools.
(6) Ability to make working drawings or patterns.
(7) Expression of an idea in concrete form.
(8) Invention; Honesty.
(9) Originality.

I place originality last because it seems to me that has been stressed at the expense of more important considerations. There can be little value in demanding something original from a pupil whom you have left ignorant of what has already been achieved in that subject by the best intellects. Hargreaves might never have given us the Mule Spinning Frame had he not had the inventions of both Crompton and Arkwright in his attic room.

While the big aim may be nominally the same for all sections of the country, the exercises for accomplishing this aim must be made to suit the locality and the class of pupils with whom you are dealing. You visit a school and find what seems to you excellent results being accomplished by a certain exercise Let me beg that this exercise, detached from all connection with its part in the aim for the year's work, the needs of the locality and the individual pupil, be not transported into some other school room and made to do duty for a logically and systematically arranged course.

In France, Austria, Belgium, the German States, Hungary, England, Switzerland and Italy it is looked upon as a national duty to give state aid in financing industrial schools, not only those of a high school or college grade, but also those of elementary grade.

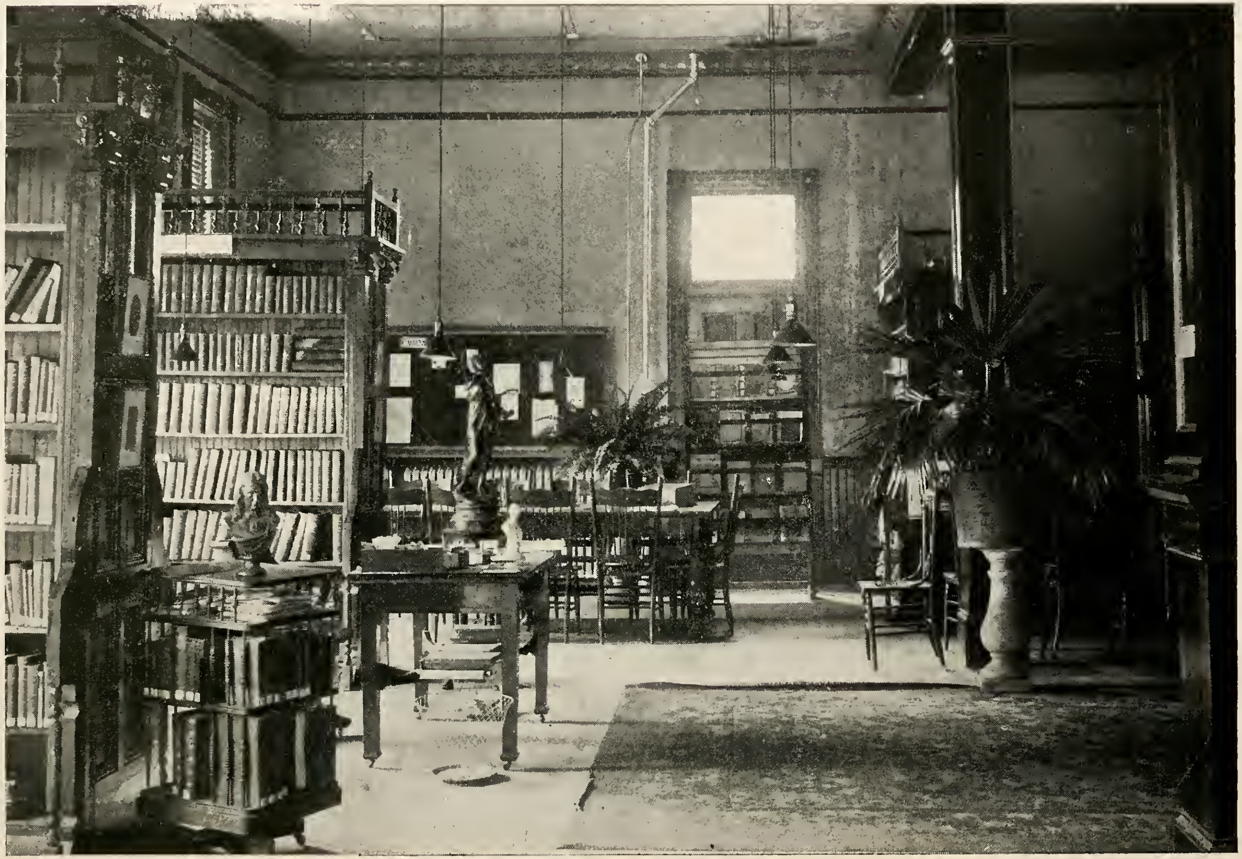
The London Exposition of 1851 called the attention of the industrial world to the superiority of French products and the cause of this supremacy was correctly attributed to the industrial training in the French schools. The result in England has been that elementary industrial training is better organized than any other type of instruction.

In 1905 Wuerttenberg, which is about the size of New Jersey, had 243 Industrial and Commercial improvement schools; public drawing schools and women's work schools. Industrial drawing was taught in these schools by 654 specialists. The new law which will be effective in 1909 compels any community having for a period of three consecutive years forty youths under eighteen engaged in industrial or commercial pursuits to establish an industrial or commercial school and to maintain it as long as the number does not fall below thirty for three consecutive years. In some lines Germany's sales to the United States doubled in the five years from 1900 to 1905, while American sales to Germany are now about one-third of the total of five years ago. An extensive review of "The Industrial Improvement Schools of Wuerttenberg" is given by Albert A. Snowden in the November number of Teachers College Record.

When I say that Domestic Art and Science in Secondary Schools should not train for a trade or profession, I do not mean to say that I do not believe in trade schools. I most emphatically believe in trade schools occupying their proper place in a well worked out system of public education, but for those girls who have the time for high school education, vocational training is needed and not training for any one trade.

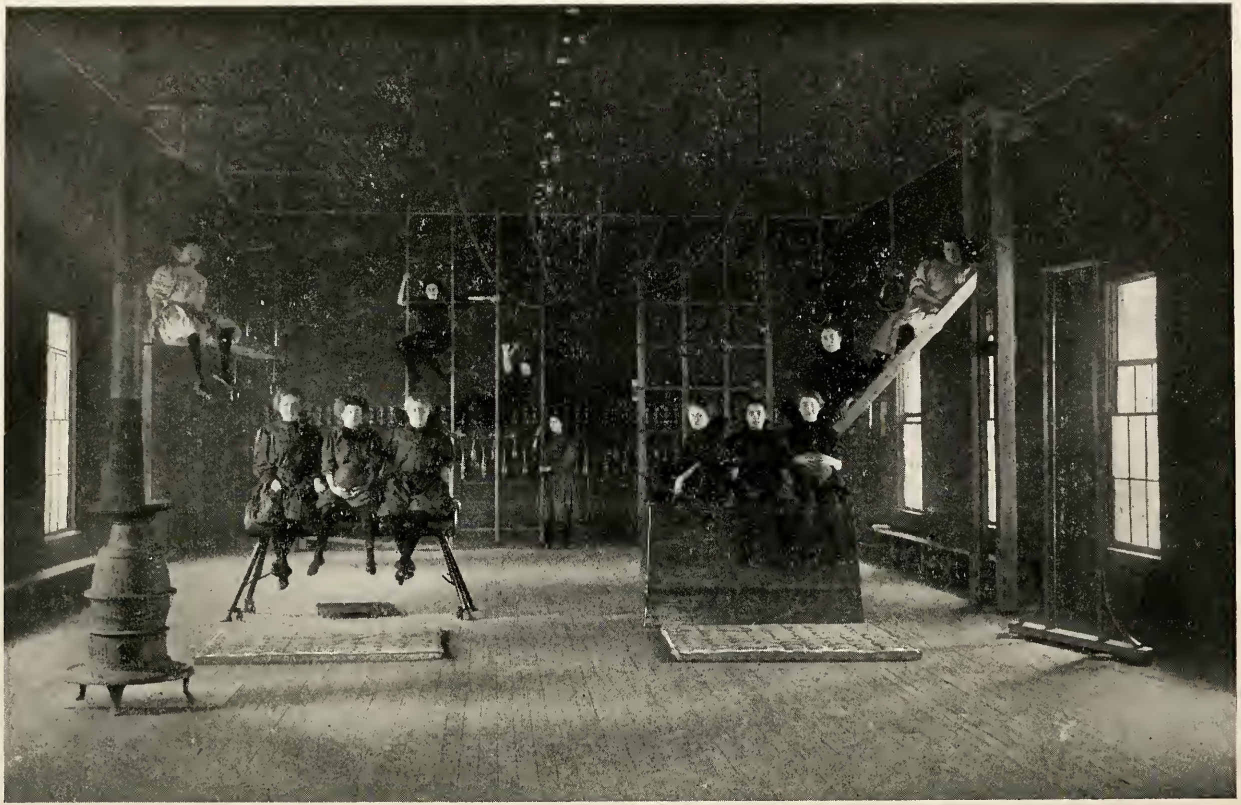
The report of the Committee on the Training of Teachers of Home Economics, made in July, 1907, to the Lake Placid Conference on Home Economics, shows that the colleges are not ready to undertake the responsibility of bringing about this change in education for women. The pressure must come from outside influences and from the secondary schools.

A bill by Mr. Davis, of Minnesota, providing for Technical Secondary Education in Agriculture, Mechanic Arts and Home Economics, has been referred to the Committee on Agriculture. Should it go into effect in its amended form it provides for instruction in these subjects to begin in State Normal schools in 1908, and in Secondary schools—both rural and city—in 1911.



LIBRARY.

Domestic Art and Science in Secondary Education must be such as to connect with the elementary school on the one hand and on the other to deserve and merit recognition from the college. Their form and content must offer liberal culture and be presented in a pedagocial manner. They must make the home the social center and offer as strong vocational training for women as is offered by any of the so-called learned professions



GYMNASIUM.

The Scope of Industrial Arts in Our Public Schools

S. L. CHESTNUTT.

This is a much uarger question than I could hope to give a very comprehensive treatment. I shall not attempt to give a history of the subject, but shall endeavor briefly to call your attention in a general way, first to the needs of industrial training in our schools, and second, to indicate some lines along which the work can be carried out.

The question of industrial studies has had a very extensive revival in America during the past few years. This is readily seen in the increase of the appropriations for the work during the past few years, and by the increase in the number of schools which employ industrial training in various phases. Among the contributing causes is the call to a more simple life, a renewal of respect for labor, the potent individuality of hand work and the recognition of the educative value of such training. Since the above causes are really factors of industrial training, then the South especially stands in need of this kind of education. And indeed it would take little argument to convince the casual observer of conditions around us that our State is in need of industrial training. Looking at the possibilities of agriculture, horticulture, mining and textile industries we have before us vast fields of undeveloped opportunities. To these might be added all the arts that are essential to home making such as sewing, cooking, flower growing, etc. It goes without saying that the basic principles of these arts, like reading, music and other accomplishments, must be gotten by the child in its formative period, or in its school life.

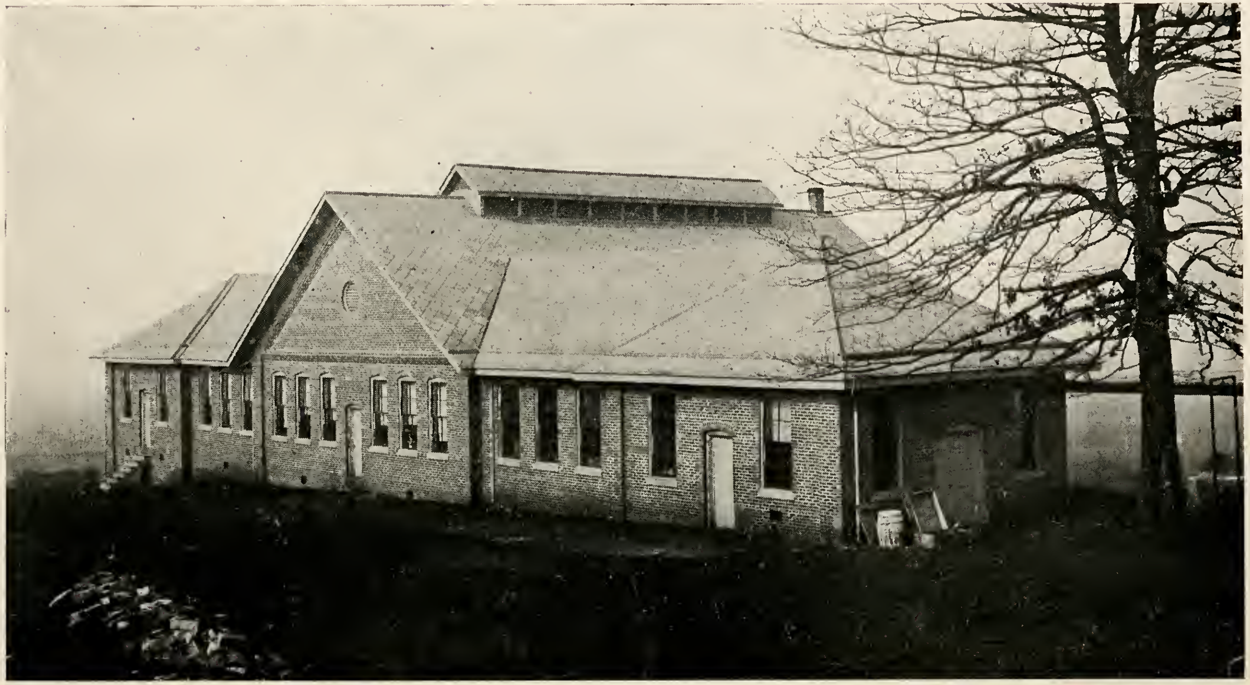
The question of industrial arts should appeal more to the South just at this time than to any other section. This is because we are at a crucial stage of our social and economic growth. The day of the large plantation and slavery is passed; the ordeal of the reconstruction is about over; we are facing a new era—it is the era of development. Our soil must be developed. Our two million acres planted in cotton must soon produce two million bales instead of something over one-fourth that amount. Our minerals should be mined as far as possible with local capital and labor; our forests protected and cut with intelligence; our resources should be fostered and our products manufactured with the skill and intelligence of our own people. Since these things

DINING HALL

must of necessity come to pass—since we are facing a new era of development—we should so arrange our educational system as to meet these conditions. Indeed it would have been much better if our educational system could have anticipated our social and economic conditions, and thus have been the vanguard and the inspiration of our progress. The fact remains, however, that the rapidity of our progress and development rests upon our public schools.

It is a source of much encouragement to know that the South has awakened to the fact that our public schools must me strengthened. In the past ten years the appropriations for public schools in Louisiana have increased 140 per cent.; in Tennessee they have increased 125 per cent.; in Alabama the increase has been over 100 per cent. In the beginning, say about 1875, our system patterned after the Northern plans. But happily for the past fifteen years or more we have been working out our own salvation, by shaping our plans along lines suited to our own conditions. In the carrying out of this idea lies the hope for efficient schools. Our educational system will gain in worth in proportion as it trains our youth to meet the conditions of its surroundings. This means that educational training must be more or less plastic. What is best for one section is not best for another. In other words, we are beginning to realize that education is becoming to some extent a question of local expediency. There is no doubt that as a general thing that education is best which teaches the child to know well and to do well those things which lie closest to it and which make most for its welfare and the welfare of its neighbors. So it comes about that in certain sections we have special training in agriculture, or it may be the dairy school, or the mining school, or trade school, and then there are numerous schools where sewing, cooking, gardening or flower growing are taught.

In spite of occasional contentions to the contrary there is no questioning the fact that the best philosophy of education emphasizes a demand for productive industry. This is shown by the opinion of the best educators and by the deliberations of every important educational convention during the past five years. All agreeing that that which fits a child best for his place in the world as a producer tends to his own best development physically, mentally and morally. Probably there are more explicit reasons than these which might be given going to show the need of industrials in our State. While, as before stated, it is needful that the South work out her own plan of education, still we might profit by the long experience of other people. There is no doubt that the best

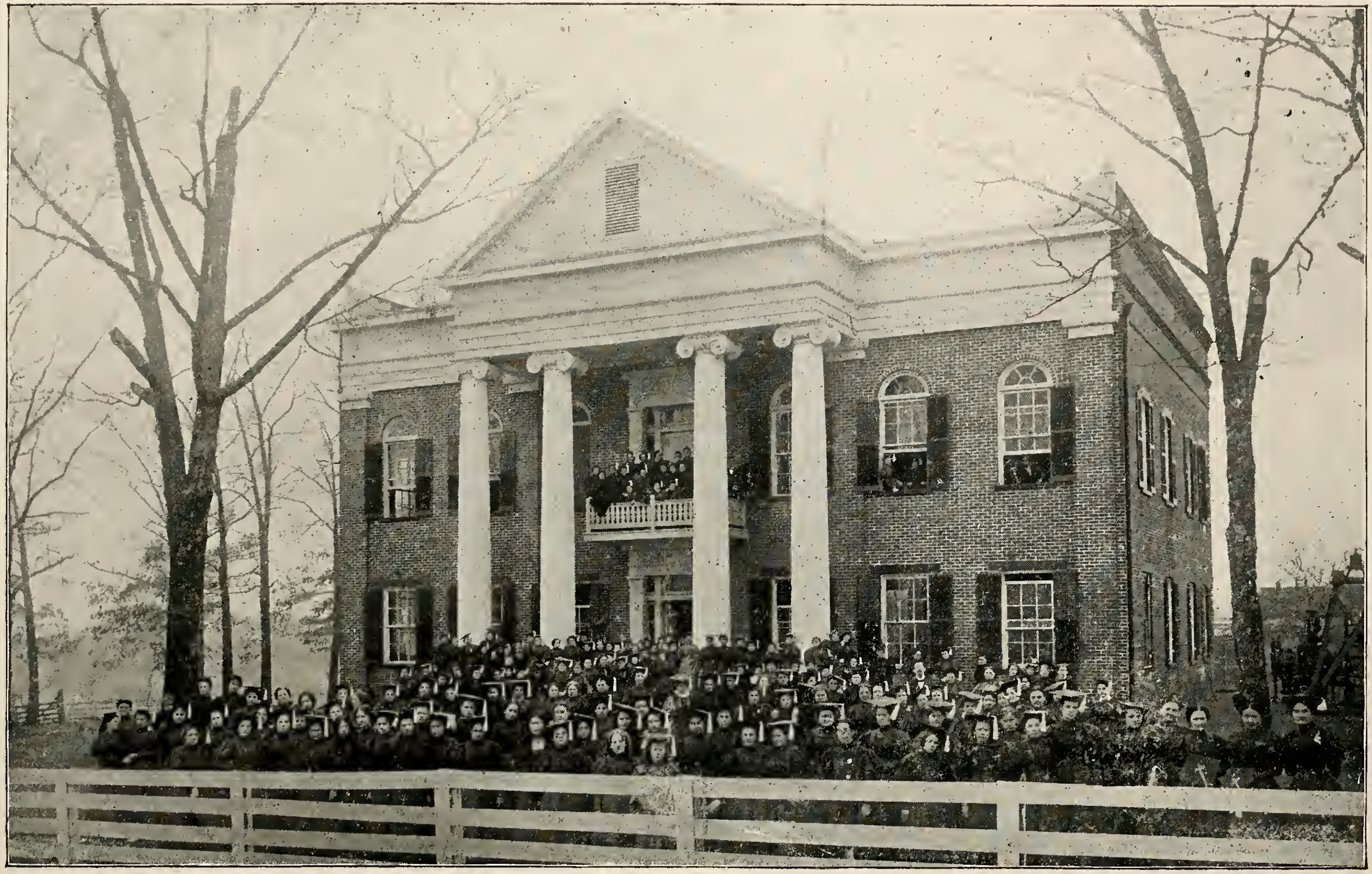


LAUNDRY.

educational work is done in Europe. There the necessity of special training for every form of industrial life is universally recognized. The technical success of the Germans has its foundation in the industrial training of the common schools. Alabama needs a wiser infusion of industrial intelligence as a foundation for technical success and progress. Again, the needs of industrial arts is evidenced on every hand by the cry that our country boys and girls are flocking to the towns and our town boys and girls to the cities. Yet we go on training them to do that very thing. For the country boy through the average country school knows just about the things he needs for a clerkship in a village store, while the town boy has become nimble enough in figures and ideas for a department store in the city. We are training away from the country.

There remains one other reason I shall mention as going to show the need of emphasizing industrial arts in our schools. This is the inherited apathy that we, as Southerners, have toward manual labor. Perhaps most of us inherited this trait honestly. Those of us who did not have had ample excuse for acquiring it from the rest. But it has no place in the new order of things. By the new order of things I do not mean the so-called "New South." I believe in the honesty, dignity, chivalry and proudness of the "Old South." May heaven ever foster the spirit of it. But in heaven's name let us rid ourselves, or at least those who are to come after us, of the shackles of false pride and false ideas regarding labor with the hands. Alabama needs men with skilled hands and trained minds; she needs women who know the art of homemaking. She needs useful citizens in short. She is intrusting $700,000.00 a year into your hands for the making of useful citizens. Let us strive that we do not betray the trust. Let us teach the rising generation of Alabama the worthiness of true service which is the service of the mind and the hand. Let us instill within them a respect for labor and free them from the enslaving traditions that to work with the hands is menial and a disgrace. Let us show them that to bake good bread or to grow two bales of cotton per acre is as honorable as to quote Virgil or to be a second grade lawyer and a great deal more useful.

To summarize briefly I shall conclude our first topic by saying that the public school system of Alabama needs to be balanced with industrial training first, to meet the needs of our social and economic conditions, second, to better fit the youth of our State for their work in life, and third, to instill within our people a proper respect for labor. To these reasons I might add a fourth—to add to the effectiveness of our school as real educative institutions.



CHAPEL.

For there is no doubt that industrial training is one of the best means of giving real educational training.

Under the second topic, I shall attempt to briefly indicate some lines along which the work in industrial training can best be carried out in our public schools.

First, I shall pause to define the term "industrial training" about which there seems to be considerable confusion. You will notice I used industrial training instead of "industrial arts" as the pro-program has it (that being a misprint.) Industrial training includes the various industrial arts and industrial sciences as well. Sometimes they are called trades, sometimes physical sciences. There are over one hundred branches as taught in the various schools. Confusion has been caused by the wide distinctions made in the so-called industrial arts and sciences. That is, black-smithing might be called an industrial art, Geology an industrial science. By industrial science training we mean scientific art. Industrial arts could produce an artisan, industrial training should produce an artist. We would include under this subject all those branches of learning not included in the usual literary work, such as primary busy work, manual training, agriculture, horticulture, floriculture, domestic chemistry, practical geology, drawing, sanitation, sewing, cooking and, in fact, any art or science that can be related to the development of our resources or of practical value in home making This covers, of course, a very wide range of matter; and might give rise to numerous fads in education. A fad simply being an idea of practical basis worth, but not practical or feasible. Without becoming entangled in the mazes of the subject, let us grasp this one idea that there are certain lines of industrial training which our state stands in need of and which our schools can supply. Beginning with the primary grades of city, town and country schools; all of them can have "busy work" in card board, raffia, simple clay moulding or some other convenient form of hand and brain work.

City schools, which have usually several teachers, can have the more advanced work of manual training in some form where the work is done with hand tools. In these schools the botany, chemistry and other sciences could be given more of a practical or industrial significance. Drawing could also be used here. The High School, with its wider facilities, could add sewing and cooking.

The village school with its over crowded teachers often seems the enigma of our educational system. The reason is that any form of industrial training is an enigma to the teachers. Such should not be the case. It is one of the best fields for nature study in its various forms. Gardening and flower culture could easily be worked out here; a sewing club or cooking club would lighten the drudgery of the eternal "three R's" and awake a community interest in the school. The best opportunity for the rural school to do industrial work is in some form of agriculture. A State school law requires that this subject be taught in the rural schools. It should gradually take its place as the central theme of the country school. The other branches taught should be of co-relative nature. That is the reading should be of nature topics; the arithmetic deal with practical farm problems; geography should be applied locally in studying the contour, drainage and mapping of the neighborhood.

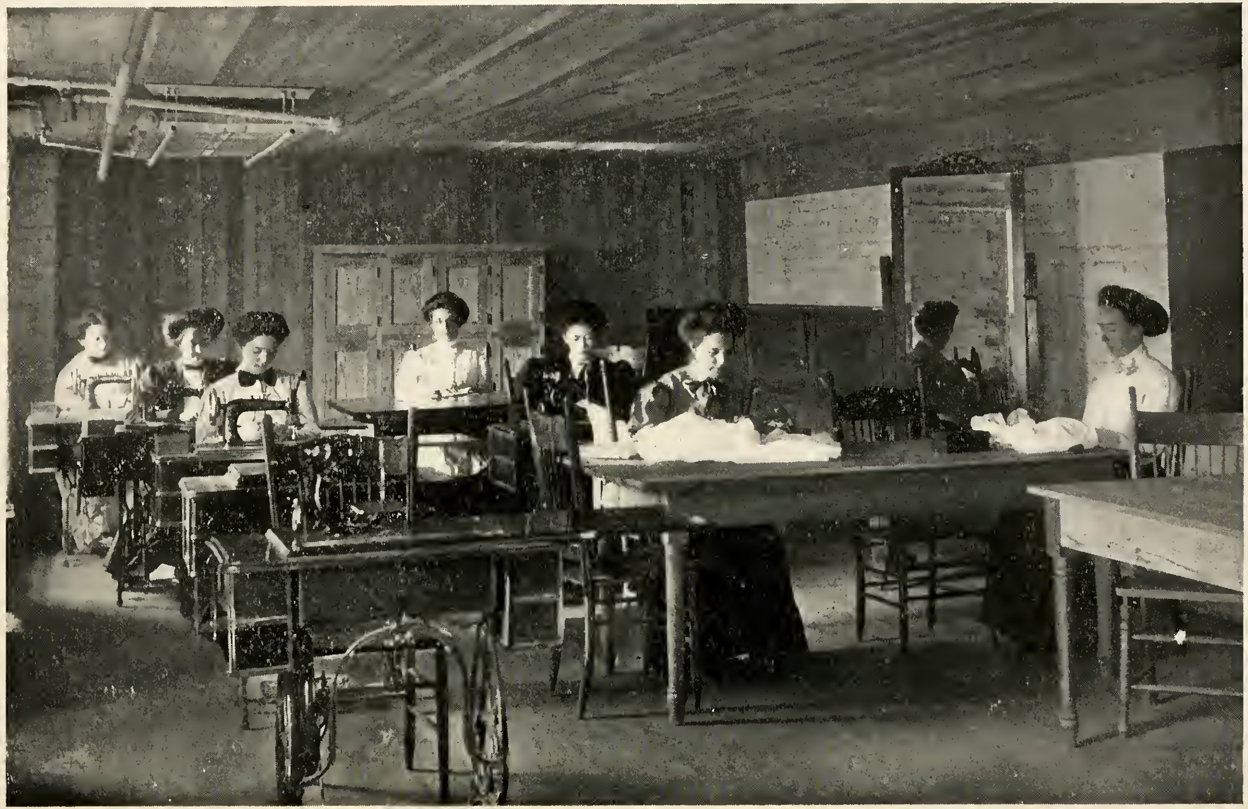
I do not hesitate to affirm that the most feasible, practical and beneficial subjects for industrial training in the Alabama public schools is Plant Study. This not only comes first in the list of needed industrials (since 80 per cent. of our population live on the products of the soil), but stands first as a teachable topic. It can be applied in every school of the State.

The city school with its limited ground has space for flowers, or windows at least for boxes. The wide awake principal can usually find space for a school garden. In spite of inconvenience the city child will enter into the work with enthusiasm, and teacher and pupil will not only find something refreshing, but beneficial as well.

The village school could employ plant study not only as a relief for drudgery and monotony, but as a valuable educative feature as well. The school yard could be used as a field for operation, in applying some of the principles learned in the text. The village school should have a garden plot. If there is only one teacher he could well afford to dismiss the other students to direct those working in the garden. Not having time would not be an excuse, because the matter is worth the while whatever time we give it.

In the rural schools plant study or plant work—if you insist on saying that an industrial is work instead of study—could be used in special reference to Agriculture. Mr. Wilkinson will deal with the topic so I will not refer further to it.

In conclusion, I will say that whatever is done and how effectively it is done depends almost entirely upon the teacher. We must be alive to the needs of the work and appreciate the value of it. Let us remember that industrial training is not teaching a trade, but it consists in imparting useful knowledge to the child through brain effort and hand effort. Let us make a start, however humble it may be and however ill prepared you may feel yourself to be.



SEWING CLASS.

There are many books now published on the various industrials, especially plant studies. The U. S. Department of Agriculture will send you many pamphlets that would aid you. "School Gardens" is one of the bulletins especially helpful. Two books I might mention in this connection are "Plant Studies" by Atkinson, published by Ginn, and "Plant Culture" by Goff, published by the University Publishing Co., Madison, Wisconson.

I wish I could tell you how much work of this kind would mean for the worth of your school, but my time is already taken up.

I hope we will be able to organize a permanent industrial department in this Society, the aim of which will be to bring this matter into its own true place in our educational system; and to rid it of its fads and the fallicies regarding it in the public mind.

Domestic Science in the Secondary Schools

Miss Veta Franklin.

It is coming to be more and more recognized that no part of the educational spstem of the country is so important for the intelligence, efficiency and well being of that country than what is known as the secondary education, and no part of this secondary education is of more vital importance than that which is classed as technical, Domestic Science being one of its many phases. Altho late in coming into the field of recognition it has made remarkable headway on apparently sure foundations.

Alabama has made a very brave beginning in this line of work, tho a rather tardy one, but she is not doing what she might and ought to do, as I shall try to show. The Birmingham High School, the State Normal at Jacksonville and the Alabama Girls Industrial School are the only schools in the state, which are pursuing the subject of Domestic Science.

Perhaps a brief survey of the industrial movement in this country in so far as it pertains to the subject, would be pertinent at this point. From the beginning there has been a confusion of the terms Domestic Science, Domestic Art and Home Economics, but the last is conceded to be the broadest term, usually embracing the first and the second terms.

It is evident that the study of any educational movement implies a consideration of the political, social and industrial conditions of the same period. We are all familiar with the history of the education of woman in this country, of its utter superficialty, if not entire neglect in the earliest days. It was not until the nineteenth century that girls were considered other than "tender and interesting" as expressed by one early New England schoolboard After that date, the girls' seminaries, which afforded some lessons in needlework, and academies, sometimes co-educational, were established.

The decade which followed the sixties was most fruitful in educational progress, particularly industrial. The founding of the Land Grant Colleges, many technical schools, and the Boston and the New York Cooking Schools indicate the changed conditions in the social and economic world. Domestic Science was introduced in the seventies, into the Land Grant Colleges of Iowa, Kansas and Illinois.

By 1906 the list of Land Grant Colleges, mainly in the North and West, which included Home Economics in their curricula, had increased to thirty-six. It had been developed in the East by other agencies, mainly the cooking schools of Boston, New York and Philadelphia, and later such schools as Drexel Institute at Philadelphia, Pratt at Brooklyn and many others. As co-education it not popular in that section Home Economics has never been a part of the curricula of the Land Grant College.

While the agencies here mentioned are not directly in line with secondary education, it is through their influence that the introduction of Home Economics has been made possible in the High School. It has made its way because it has filled a need, and by sheer force of its proved value, until today a goodly number of the cities and towns of the majority of the states are equipped in this line of work. In a report from the United States Bureau of Education 1906, a list of 113 schools of secondary grade is given, having courses in manual and industrial training. Cooking is taught in 52 of these, and one fourth of the girls in attendance are reported as taking the subject.

How widespread and universal is the interest in the work, may be indicated in part by the attention given to it by tht Secretary of Agriculture. In his report of June 30, 1907 he says "The investigations which the department has undertaken on the food and nutrition of man has already been of much service to the teachers and students of Domestic Science, and it is hoped that these investigations will hereafter be still more helpful in establishing a scientific basis for the teaching and practice of human nutriton." To those who have followed the work closely the invaluable aid of the government bulletins is unquestionable. Satisfactory text-books on food and nutrition have not been available and the Department publications have supplied their place in part.

The "Davis Bill" which proposes Federal aid for vocational education in Home Economics and Agriculture, to the extent of $8,000,000 annually, is indicative of the interest of men of large affairs. It has not yet gone into effect, and those interested are awaiting its passage with some anxiety.

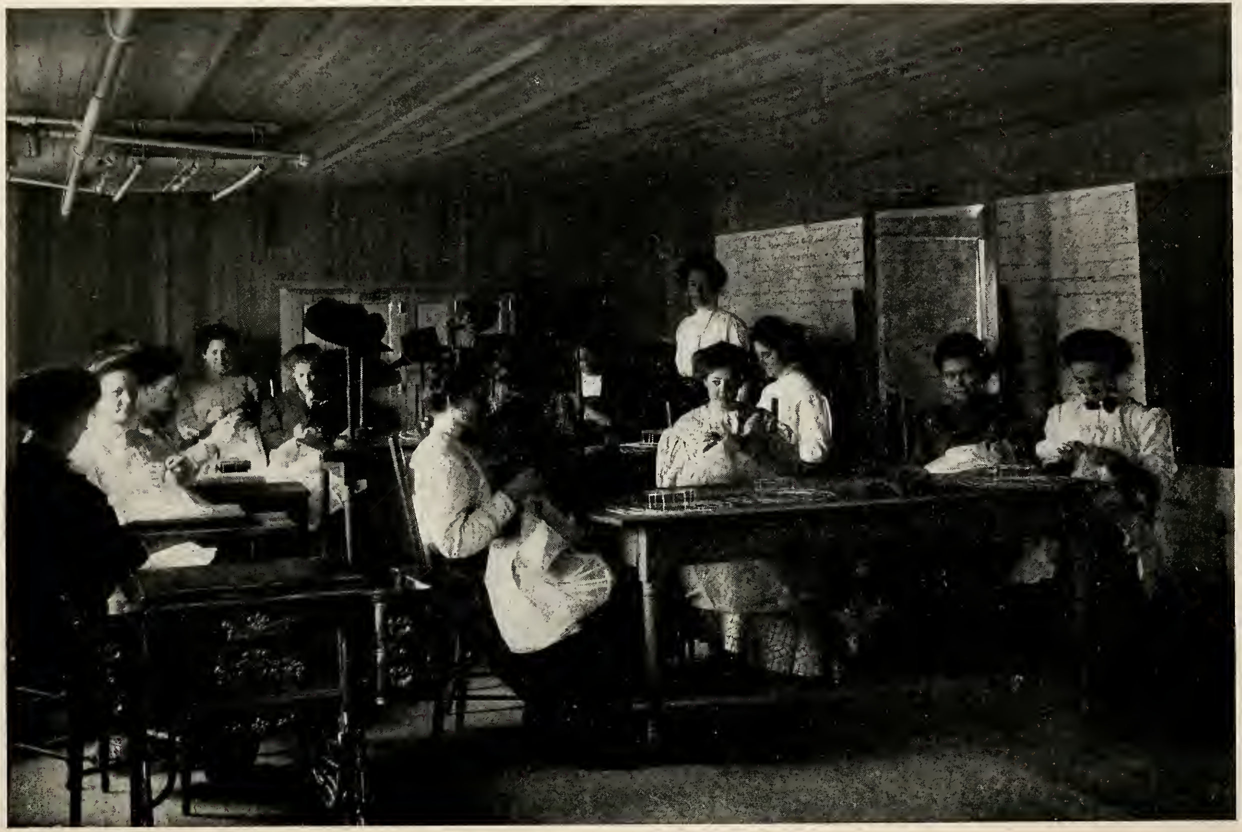
The appointment by President Roosevelt of a commission to investigate the needs of the farming districts will doubtless give an added impulse to the work.

Numerous philanthropic and industrial associations have taken part in the development of the subject. The Lake Placid Conference on Home Economics, the leading organization of its kind, during the past ten years was instrumental in the formation of the American Home Economics Association, which was organized during the past Christmas holidays in Washington, D. C. This new organization will no doubt secure for the future the most effective means for intercommunication and cooperation among all those trying to solve home and home education problems. How can it fail in accomplishing great things when we note the very able staff of officers uniting as it does the various sections of America, with Mrs. Ellen H. Richards of the Mass. Institute of Technology of Boston as President; Miss Bevier of the University of Illinois, Dr. D F. Langworthy, U. S. Department of Agriculture, and Miss Watson of McDonald Institute, Guelph, Ontario, as Vice-Presidents and Mr. Benj. R. Andrews, Teachers College, Columbia University as Sec-Treas.? The association begins its career with nearly eight hundred members and there is every promise of a useful organization.

That industrial training should be given a place in the academic high school and that it should be carried on side by side with the literary work is the firm belief of many leading educators. The effect upon both classes of students is most salutary. They come together in all common subjects and their interests and sympathies are broadened, so that many of the girls who would give up school advantages altogether, on losing interest as students do in an academic high school, cross over into the technical subjects and continue their schooling. The attitude of such men as Dr. Eliot is worthy of our attention. He says "It is a good thing to give pupils, the main part of whose time is devoted to technical work, some acquaintance with literature and history. On the other hand, it is an equally good thing to give pupils, the main part of whose time is devoted to languages, literature and history some acquaintance with instructive manual work. The mixture of technical and academic work will give a better result than either alone." Mr. Howard J. Rodgers, Deputy Commissioner of Education, New York State states that "General courses have been made more practical; practical courses have been broadened by the introduction of cultural subjects."

At the close of the nineteenth century it was strikingly evident to the student of educational affairs that the industrial feature had become a mighty factor.

The aim of modern education is efficiency, the power to do and the power to execute. The Massachusetts Commission on Industrial Education proposes that parallel to the ordinary high school course there shall be an industrial course of four years; or a general course of two years and a special course in the next two. This brings us face to face with the Trade School idea in the public system, a subject that I cannot dwell on in this paper. Suffice it to say that, in my opinion, the Trade School should be given a place where the local conditions demand it. Where the Trade



MILLINERY CLASS.

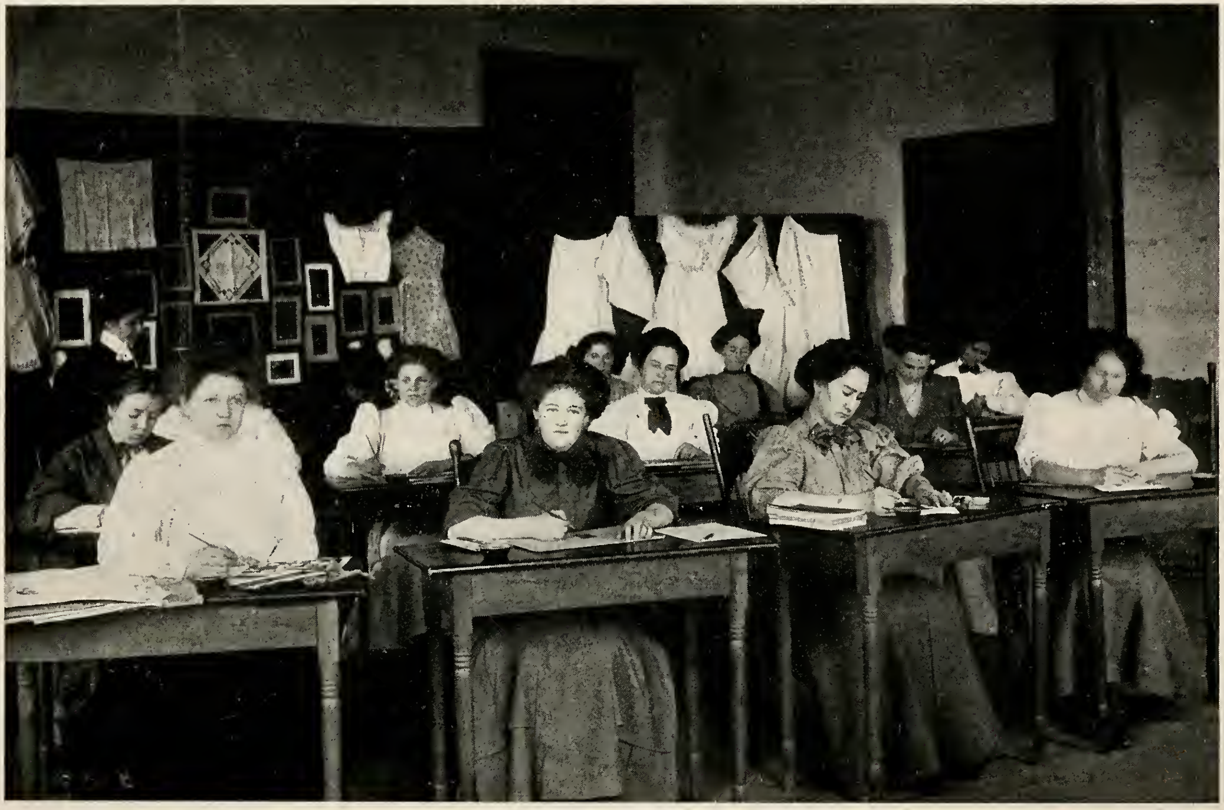
School is not feasible or desirable let the social idea, the social settlement cooking-school maybe, assume its proper proportions as a part of the work of the Domestic Science Department. No study contributes a larger social element to the school than Domestic Science, and if the school is intended not merely as a preparation for life, but life itself, then the social element in the school is an essential thing.

Just what place Domestic Science should take in the curriculum of the secondary school, and just how much time should be given, I would not attempt to state, but let it have a place and a prominent one, give it the time necessary to accomplish the results desired.

The corner-stones to Domestic Science are "Economy of health and Economy of wealth." It teaches manual dexterity, close observation, a knowledge of materials, the dignity of labor, and applies the sciences and the arts. There is no science which does not touch the home, no art which may not be practiced in some degree in the home. But most important of all it calls the attention of the student to the home interests.

A practical education must include both theory and practice. Rational practice includes an intellectual element, practice stimulated by an ideal, a theory. If we will direct our attention to the content of educational programs we cannot fail to note that it has always been determined by its utility, by its supposed practical value in relation to the life work of the individual to be educated. Education for the aristocracy of old Persia meant to teach the boy to ride a horse, to shoot the bow, and to tell the truth. With the Greeks and Romans, was not education equally determined by utilitarian ideas, by the demands of the life about them? Again, when education was mainly for the clergy, was not the study determined by its supposed use in fitting for spiritual growth? When other professions came to the front, the curriculum was such as to fit for these professions. Technical education is the logical outcome of the advance of science. With the present condition of homes and household economics in general, it behooves the school to supplement and correct if need be, the home training. Every city and town and village should offer an opportunity to gain some knowledge of the production and preparation of food and of the subject of sanitation, such as would mean a distinctly higher standard for our homes.

Domestic Science class-work differs from that of the ordinary class-room affording relief from its stillness and restraint. While the pupils give more actual periods to actual class-work than the



DESIGNING CLASS.

purely academic student, the rewards are proportionately greater, and the change is restful.

In general, I think the practical work must conform as nearly as possible to the character of genuine work, real not play work adds to the interest and efficiency. To be specific, let the principles underlying the proper cooking of foods in common use be brought out by practical lessons, in a laboratory or kitchen, having first developed these principles by experiments, lecture and textbook.

The lessons should include a study of food composition and principles and the effect of the application of heat to food materials, with practice in the regulation of fires and in the cooking of meats, eggs, bread, milk, vegetables, beverages, cakes, desserts and salads. Practice in serving luncheons and dinners is a helpful feature allowing the pupil to gain independence, and applying all the practical, æsthetic and economic ideas in a concrete way. It develops the social idea and acquaints the student with the social etiquette of modern living, thus bearing a marked cultural value.

It is probably unnecessary to state that sanitary science should be applied in all methods of teaching and practice in the schoolroom, in addition to careful and specific study in sanitation, which embraces the principles of heating, lighting, ventilation, plumbing, water supply and care of food.

These branches, cooking and sanitation, I consider the most important phases of Domestic Science, but if time and equipment permit Home-nursing and Laundry should be included in a high school course, the former to cover the furnishings and the care of the sick-room, administration of medicone, first aid to the injured and the intelligent use of antiseptics and disinfectants; the latter, in which the scientific principles involved in laundering should be taught, including the use of soaps and starches and practice work illustrative of each principle involved. These courses are fascinating to the student (I use the word in sincerity, after some observation and experience) and give an appreciation of labor from an economic standpoint. Such a course should have its results in a better selection and preparation of food, cleaner streets, cleaner and better homes, in fact, a part in the betterment in life. "A more active health conscience would prove one of the most powerful agents for the betterment of the conditions of national life."

I believe in correlation of all the work in the secondary school, but particularly sould there be correlation in the industrial phases. In many schools the Science and Domestic Science Departments have the work so planned that each is a valuable supplement to the other. Correlation with the Domestic Art Department is most

COOKING CLASS.

natural and almost essential, for no girl has a well rounded understanding of home conditions, nor will she be able to cope with them most successfully without some knowledge of both branches of Home Economics. The more the pupil can be made to see correlation of the various subjects in the curriculum the better, and the greater her interest in her work.

The cost of equipment may vary greatly, much depending upon the grade of equipment provided for other work in the school. The Domestic Science teacher ought not to be content with inferior materials and accomodations if other branches have a good outfit. There is much in the fitting up of school-rooms and especially of the rooms and houses used as working models, which is recognized as an essential in effective teaching. Meanwhile each teacher and experimenter must give to others of her experience and I assure you I feel the limitations of my own, both in reality and in this attempt to present the subject to you in these few words.

If Household Sciences are to become a part of the curricula of Alabama, there is another problem to face, for there is practically no provision for the education of teachers in the subject, in the South. This necessitates education in other sections, with the consequent greater expense, which adds to the struggle of its progress. The demand is for educated teachers and their value is appreciated most by those who have seen how easily the whole subject may be degraded or exalted by the standard of the teacher. She must have a strong desire to do this phase of teaching, a lively belief in its efficiency, and with the school-room as an embodiment of the teacher's ideas of cleanliness, refinement and beauty she can lead the home from its present partially chaotic and unscientific condition. Since Tradition has held sway over home life longer even than over religious life, changes in the heart of the home, Mrs. Richards tells us, must be made "wisely and slowly and with knowledge, lest the whole be destroyed."

The choicest fruit of education is power. May the girls of Alabama have the education which will fit them to be a greater power in the home.